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Medical Students Perception of Plastic and Reconstructive Surgery and the Impact of Social Media Influencing their Opinion

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OBJECTIVES/GOALS: The discipline of plastic and reconstructive surgery (PRS) is poorly understood by the public, primary care physicians, and nurses. The aim of our study is to assess medical students' knowledge and perceptions of PRS as a discipline and explore factors influencing these opinions. **METHODS/STUDY POPULATION:** To assess medical student's knowledge and perception of PRS, we distributed an online survey to all medical students at all training levels (i.e. first year to fourth year) enrolled at UCSF School of Medicine, San Francisco, CA during 2019-2020 academic year. In the survey, participants were asked to match 12 surgical subspecialties with 36 operative procedure scenarios. In addition, the survey included questions investigating the most common social medical platform used by medical students and the role of medical social media accounts in contributing to their knowledge of surgical subspecialties. **RESULTS/ANTICIPATED RESULTS:** Medical students demonstrated a profound gap in knowledge in plastic surgery. The majority of respondents correctly identified plastic surgeons as the primary surgeons performing the cosmetic procedures listed (abdominoplasty, facelift, and liposuction). PRS was identified as the primary specialty involved in breast reconstruction (94.4%) and burns surgery (88.9%). There was poor understanding of the role of plastic surgeons in hand surgery(16.6%), craniofacial surgery(14.8%), and head and neck cancer surgery(9.3%). 52.4% of respondents follow medical social media accounts and 45.6% of respondents indicated that social media contributed to their knowledge of surgical subspecialties. **DISCUSSION/SIGNIFICANCE OF IMPACT:** Medical students, who form the next generation of doctors, have limited knowledge regarding versatile applications of PRS. Misconceptions about the discipline of PRS negatively impacts resource allocation and hinders the delivery of care to patients that would profoundly benefit from this specialty. **CONFLICT OF INTEREST DESCRIPTION:** No authors have financial disclosures or conflicts of interest to declare.

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New module supporting Community Engaged Research added to COALESCE (teamscience.net) online training for interdisciplinary research teams

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OBJECTIVES/GOALS: A new researcher-facing module to support community engaged research has been added to the updated COALESCE website and user traffic was tracked since last reporting. We describe the process of development and the features of the new module, past 2-year traffic, and plans to develop a community facing module. **METHODS/STUDY POPULATION:** We monitored the number of unique users of COALESCE (teamscience.net) between 2017 and 2019 to determine if traffic slowed, stayed the same, or increased since teamscience.net was physically updated to function on mobile devices. In December 2019, a new

module was launched to introduce researchers to the stages of team science community engaged research. To develop the module, we collaborated with academic partners at University of Illinois-Chicago to identify 3 local historic research case studies in and to characterize how each exemplified a team science stage: assembly, launch, or maturation. After interviewing key team members from each study, we iterated storyboards and scripts in collaboration with community engaged research experts and case study team members. The module was built, tested, and launched. **RESULTS/ANTICIPATED RESULTS:** In the 6 years between 2011 through 2017, the site attracted 16,016 unique visitors (approximately 2699 per year). In 2 years from 2017 through 2019, since the modernization of the website, user traffic has held steady or grown, attracting 6992 unique visitors (approximately 3496 per year). Our newly posted researcher-facing module highlights team assembly in the case a task force charged with reducing disparity in breast cancer outcomes in Chicago, team launch in a study to improve asthma management in a local FQHC, and team maturation in a study comparing clinic-based to public school-based treatment of disruptive behavior. We will soon create a companion community-facing module and resources to address identified needs for community partners engaging in research with academic institutions. **DISCUSSION/SIGNIFICANCE OF IMPACT:** COALESCE (teamscience.net) remains the first and only open-access, online training in team science for health professionals. Recent updates have improved usability and expanded available resources. We launched a comprehensive module for academics interested in community engaged research; future work will develop parallel community facing resources.

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Pediatrician Readiness to Participate in Clinical Trials: Roles of interest, barriers and interventions

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OBJECTIVES/GOALS: Clinical trials are the gold standard for developing evidence-based medicine. However, 20% of pediatric randomized clinical trials are discontinued and about 30% of completed trials go unpublished. (Pica and Bourgeois, 2016) Although patient recruitment is the most cited barrier to completing clinical trials, trials funded by academia are more likely discontinued compared to those funded by industry. This study is an attempt to gain additional insights into clinical trials in academic pediatrics. **METHODS/STUDY POPULATION:** Junior pediatrics faculty (Instructors and Assistant Professors) were recruited to participate in an online survey through RedCAP. The physicians were asked if they had prior experiences with clinical trials and whether they have interest in participating in clinical trials. Those interested were asked three additional questions: what role they were interested in, barriers to participating and interventions they thought would educate them about participating in clinical trials. **RESULTS/ANTICIPATED RESULTS:** Ninety two (92) out of 119 (77%) junior pediatrics faculty completed the survey. Twenty (20) pediatric subspecialties were represented and respondents were on various academic pathways. A third of the respondents (35%) had previously participated in clinical trials. A majority of the faculty respondents (84; 70%) are on the clinical educator pathway. The 13 respondents who were not interested in clinical trials indicated their preference for patient care,